DOCUMENT RESUME

ED 126 587 95 EA 008 529

AUTHOR	Mueller, Mary C.; Gray-Feiss, Katherine
TITLE	Special Service Programs in Southeast Alternative Schools.
INSTITUTION	Minneapolis Public Schools, Minn. Scutheast Alternatives Program.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
REPORT NO	PW5-06
PUB DATE	[75]
NOTE	76p.; For related documents, see ED115683 and EA008525-528
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	Academically Handicapped; Administrative Personnel; Alternative Schools; Curriculum Development; *Educational Alternatives; Elementary Secondary Education; Emotional Development; *Individual Needs; Physically Handicapped; *School Social Workers; *Sociopsychological Services; *Special Education; *Special Services; Teacher Attitudes
IDENTIFIERS	Minneapolis Minnesota Public Schools; *Southeast Alternatives

ABSTRACT

For the purpose of this report, special service is defined as time and attention provided by personnel external to the classroom as a supplement to classroom activities. Two categories of services emerge from this definition. First are special services designed for the high need student. Second are special services that, although they may indirectly serve high need students, are designed primarily to fill curricular or programmatic needs. A high need student is one who, because he lacks necessities basic to functioning and growth in the physical, social/emotional, or academic areas, requires additional attention and support from personnel external to the classroom. This report is based on interviews of randomly selected special services personnel. The first section describes services designed for high need students in the areas of physical needs, social/emotional needs, and academic needs. The second section describes the special services designed to fill curricular or programmatic needs in math, science, media, art, industrial arts, and community resources. The third section summarizes interviews conducted with administrators. The fourth section presents results of a teacher survey about referral situations. (Author/IRT)

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ED126587

Minneapolis Public Schools

Southeast Alternatives Internal Evaluation Team
Tuttle School-Room 206
1042 18th Avenue SE
Minneapolis, Minnesota 55414
331-6257

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Special Service Programs in Southeast Alternative Schools

Written by: Mary C. Mueller
Katherine Gray-Feiss

Data analysis by: Robert A. Reineke

Karen Lochen, Interviewer

PW5-06

This is a SEA Level I formative evaluation report, prepared as part of the Project-Wide evaluation effort. Ideas expressed in the report do not necessarily reflect the official position of the Minneapolis Public School Administration nor the Minneapolis School Board.

EA 008 529

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BACKGROUND INFORMATION ON SOUTHEAST ALTERNATIVES

November, 1975

The Experimental Schools Program (ESP) is designed to test comprehensive change in education with the intent to facilitate the transition from research and experimentation to practice. Southeast Alternatives, one component of ESP, is dedicated to the following goals:

I. "(The project will provide) a curriculum which helps children master basic skills. . ."

II. "The project will test four alternative school styles (K-6) and selected options in schooling programs for grades 7-12 articulated upon the elementary alternatives."

III. "The project will test decentralized governance with some transfer of decision making power from both the Minneapolis Board of Education and the central administration of the Minneapolis Public Schools."

IV. "The project will test comprehensive change over a five year period from 6/1/71 - 6/30/76 combining promising school practices in a mutually reinforcing design. Curriculum staff training, administration, teaching methods, internal research, and governance in SEA make up the main mutually reinforcing parts."

ESP was initiated in 1971 by the United States Office of Education and is now directed by the National Institute of Education (NIE). In May, 1971 three school districts, Minneapolis Public Schools, Berkeley Unified School District of Berkeley, California and Franklin Pierce School District of Tacoma, Washington, were selected as experimental school sites. Presently, there are five large experimental school sites and 13 smaller ones.

Southeast Alternatives, the name given to the Minneapolis Public Schools' Experimental School Project, was funded for five years. On June 1, 1971, a 27-month operation grant of $3,580,877 was made to the school district. A final 33-month contract for $3,036,722 was approved by the National Institute of Education (NIE) on May 22, 1974.

The approximately 2200 K-12 students in the project include a racially and economically diverse urban population. Southeast Minneapolis, bounded

by factories, flour mills, freeways, multiple dwellings, residential neighborhoods, shopping areas and railroads, also houses the main campus of the University of Minnesota, Minneapolis. Stately old homes, low income apartments and expensive condominiums are all located in the area. This mixture of ages, occupations, interests, and life styles supports a diversity of views about the nature of public education which the five SEA alternative schools established by parent choice reflect.

At the elementary level students may choose to attend any one of four major alternative programs:

The Contemporary School at Tuttle utilizes the graded, primarily self-contained classroom structure. The basic skills of mathematics and language are developed through an individualized multi-test, multi-media approach. Students move between their homerooms and a variety of centers to participate in learning activities throughout the entire school day.

The Continuous Progress School in the Pratt building allows children to advance at their own speeds without regard to grade level. Children are placed in homeroom groupings according to their reading placement. Part of the day is structured with language arts, math, social studies, science, music and other curricular areas. The rest of the student's time is spent in interest groups and interest areas which are staffed by students, faculty, parents, aides and volunteers.

The Open School at Marcy offers its students an opportunity to influence their eduation. An integrated curriculum which emphasizes learning basic skills through experience and the process approach, that of children learning how to learn, to make independent judgments and to discover and pursue their interests, is offered. Children are grouped in multi-aged "families" and a flexible daily schedule allows times for activities at various resource centers. Through the Other People Other Places Center students learn how to arrange for their own resources and

extended trips into the city or wilderness to expand their educational experience.

The Free School (K-12) offers a flexible curriculum which allows students to pursue the areas they wish to develop and experience with emphasis on making the curriculum relevant to present day issues and enhancing students' skills, knowledge and inner autonomy for acting as free people in an environment of change. The Free School is particularly committed to recognize and oppose racism, sexism and class oppression in today's world. Students are grouped into primary, middle and secondary categories with some cross-age teaching across groups. Although basic skills are stressed, and graduation requirements are set, a flexible approach is used in achieving goals.

The middle school program at Marshall-University High School has been designed to meet the needs of the diverse groups of students coming from the various SEA elementary programs. An Open and Continuous Progress program is available for students in 6th-9th grades. Students 11 and 12 years of age may choose to remain in their elementary school until grade 7 or enter either of the other two transitional programs. Graded classrooms are available to 7th and 8th graders. A.L.E., the adjusted learning environment for students with special needs, and a special reading center are also offered to Junior High students. Teachers work in teams to offer a coordinated program.

A flexible array of courses and activities are available at the 9-12 Senior High School level. Each Marshall-U student, with parental consent, designs his or her own educational program within a trimester system of twelve week courses. In addition to single discipline courses there are inter-disciplinary courses, independent study opportunities, and a variety of off-campus learning programs in the community: a 9-12 open classroom for 60 students now makes possible K-12 open education in SEA.

Advisory/governing councils consisting of parents, faculty, staff, and sometimes students have been established at all five SEA schools. An SEA Management Team of principals and managers of K-12 service programs has merged with the Southeast Council which is composed of parent and staff representatives from each school and other community representatives. The council serves as a strong advisory to the SEA director.

A Teacher Center has been established to provide staff and parents with an opportunity to receive substantial in-service training as well as to provide an avenue for preservice experiences. An In-service Committee made up of teachers from the SEA schools and three community people receive proposals and act on them, thus providing a direct role for staff and parents in the staff development activities. The University of Minnesota and Minneapolis Public Schools jointly operate the Teacher Center which was first initiated with federal SEA funds.

Two evaluation teams are directly involved with the SEA project. Level I (Internal) evaluators work for the Minneapolis Public Schools and are administratively responsible to the SEA director. The Level I team conducts formative evaluation activities as requested by project participants such as parents, students, faculty, administrators and the Board of Education. The purpose of this type of formative evaluation is to provide information that will be useful in developing effective educational programs and improving the project.

The Level II Evaluation Team is organized by Educational Services Group. This external team is known as the Minneapolis Evaluation Team (MET) and is accountable directly to the NIE. The purpose of external evaluation is to independently collect information of a summative nature about SEA which will be of use to practicing educators who are in the process of designing, implementing or operating programs to improve education.

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INTRODUCTION

This report was initially conceptualized as an in-depth examination of special services offered to SEA children defined as high need in the sense of being emotionally or academically behind their peers. Because it soon became apparent that special services in SEA cover a broad spectrum of children's needs, the scope of this report and the definition of high need have been expanded.

For the purpose of this report, special service will be defined as time and attention provided by personnel external to the classroom as a supplement to classroom activities. Two categories of services emerge from this definition. First are special services designed for the high need student. Examples of this category are SLBP programs, counseling programs, and social work programs. Second are special services that, although they may indirectly serve high need students, are designed primarily to fill curricular or programmatic needs. Examples of this category are visual arts programs, industrial arts programs, and pottery programs.

It is difficult to present a composite, concise definition of high need in the context of a system as philosophically and programmatically diverse as SEA. The multiplicity of perspectives in SEA becomes apparent when one examines responses to the question "What is your definition of a high need or a special need student?" asked of SEA personnel interviewed for this study. Responses range from the specific and predictable "a child who is behind academically" to the more comprehensive "any student who needs

some kind of extra attention." Other responses to the question exhibit the scope of variation between, and elaborations of, these extremes. Examples follow.

> A high need student is one who is lacking in basic skills--academic or social.
>
> ...student who needs individual attention and time.
>
> Some kids seem to have a sort of constellation of various needs. Some of them are because of their family, some are because of academic skills or lack of them, some of them are because of social skills or lack of them...kids who seem to have a number of problems in a number of different areas.
>
> Need is anything that a kid can possibly use...It may be that he needs to know that someone actually likes him. They have a need to be recognized.
>
> Someone who, for academic or social reasons, can not maintain a relationship with the staff person.
>
> We meet a need of satisfaction for the child that he or she might not get in the classroom. Each student has to have some feeling of satisfaction after they leave school each day... accomplishment, feeling good about themselves.
>
> Any student who is not having all the needs met by the standard classes...could be cultural, speech, hearing, poor sight, handicapped, or helping students who don't speak English as a first language.
>
> Kids with obvious academic deficiencies...self-image, emotional disturbance, family disturbance.
>
> Students who are so different from the general behavior of the great mass of students at their grade level in either affective or cognitive areas, or both, that they need supportive help to improve their own function in the group as well as to do less harm to the other students around them. Handicapped physically, remediation (such as severe retardation), might be extreme distruptive behavior in the classroom coupled with very low basic skills--physical, emotional, intellectual, and somehow these students will single themselves out from the group in such a way that reasonable need is shown for special help.

> (There are) three areas of need which children present--emotional, physical, education. The child who has at home enough security systems around him, enough kinds of support systems is a child that will hopefully, potentially, develop those kinds of support systems for himself. Learn to use those and lean on it. A child without those kinds of support systems I feel is a high need child.

An analysis of these responses reveals that some assumptions about the definition of high need are common to a majority of them. First, a high need is one that cannot be fully met within the structure of the classroom. Therefore, a person external to the classroom is called upon to provide additional or extra attention and assistance. Second, a high need can fall within the physical, social/emotional, or academic realms. And, third, a high need child is one who requires a supportive system to assist development in one or more of these realms in which necessities basic to functioning are lacking.

For the purpose of this report, a high need student will be defined as one who, because he lack necessities basic to functioning and growth in the physical, social/emotional, or academic areas, requires additional attention and support from persons external to the classroom. High needs services are usually designed for individual students or small groups of students with similar needs.

This report is based on interviews of personnel randomly selected among special services across schools. As time did not permit interviewing of personnel from all special services, this report does not provide a total picture of special services offered in each school. Instead, it presents examples of some of the special service programs offered in the SEA schools.

The first section of this report will describe services designed for high need students. It will be organized around the three areas of need, physical, social/emotional, and academic, mentioned above. The special service programs which fall under these areas are:

Physical Needs:
1) Speech Therapy Programs
2) School Nursing Services
3) Orthopedically Handicapped Program

Social/Emotional Needs:
1) Counseling Services
2) Social Work Services
3) Indian Education, Title IV

Academic Needs:
1) SLBP Programs
2) Remedial Reading Programs
3) English as a Second Language Program
4) Work Experience Programs

Descriptions of these programs are based on interviews conducted with 15 persons representing individual programs. Emphasis is placed on describing the goals, structure, and functions of these programs.

The second section of the report describes the special services designed to fill curricular or programmatic needs. Interviews were conducted with representatives from: 1) the math program; 2) the science program; 3) media centers; 4) art programs; 5) industrial arts programs; and, 8) community resource programs.

The third section of the report will be a summary of interviews conducted with administrators.

The fourth section of the report presents results from a teacher survey about referral situations.

SPECIAL SERVICES FOR HIGH NEED STUDENTS

PHSYCIAL NEEDS

Nursing Services

Two Registered Nurses are employed in the SEA schools, one at Marshall University High, and one at the elementary level at Pratt, Marcy, Tuttle, and Free School. A health assistant, working in conjunction with the elementary nurse, also rotates among the elementary schools.

The School Nursing Program is supervised by Dr. James Kenney, Assistant Director for Health Services under the Department of Special Education. Team leaders are assigned to the three administrative areas in the MPS system. The team leader for the West Area, Rickie Olson, also serves as the area Health Resource Coordinator.

Meetings of West Area school nurses occur once every six or eight weeks; meetings with other health personnel occur more sporadically. City-wide inservices for school nurses (e.g., seminars on communicable diseases) are held once every two or three months. Within SEA, the elementary school nurse meets weekly with the elementary health assistant to review activities and specific health problems. However, the MUHS and elementary school nurses have little contact.

The school nursing reporting system consists primarily of writing a daily log. The log includes a list of children screened and the nature of their problem, parents who have been contacted, and meetings attended. At the end of the month, a resume of these activities is compiled and sent to the Department of Special Education. These reports are used to document the need for nursing services in the school system and to alert team leaders of anyone needing assistance.

The description of school nursing services will be divided into separate discussions of the elementary and secondary programs. Both the elementary and secondary nurses were interviewed; the elementary health assistant was not.

Elementary School Nursing

The priorities set by the elementary nurse and the special services she offers reflect an awareness of high need problems in the area of physical health. She states:

> The first priority and the first reason that school nurses are in the schools is for health maintenance. That is usually something that is assumed and delegated to parents, and when it is not taken care of by the parents or other support people, then I feel it's my responsibility. That deals specifically with child abuse, neglect things.

Child abuse, the battered child syndrome, is usually dealt with by school child abuse teams consisting of the principal, nurse, and social worker. Some child neglect problems, such as lack of adequate clothing and malnourishment have, in some instances, been solved on an immediate basis by providing clothes and food. These cases are generally referred to the school social worker for follow-up. Also, children who are two standard deviations below normal on a growth curve can be declared nutritionally neglected and can be referred to county social service agencies. However, the elementary nurse prefers to handle the problem by offering health education to parents. She also considers chronic illness (infections, impetigo) to be neglect cases.

Other health maintenance activities include:

1) Episodic care, including emergencies and day-to-day minor health problems such as cuts and bruises.

2) Chronic complaints which, she indicates, come from children who are seeking emotional support. She stresses to these children that it is legitimate to have emotional concerns and that it would be advantageous to talk about them rather than hide them with physical complaints.

3) Screening.

4) Referral to private physicians or public clinics.

5) Follow-up.

6) Alerting parents and teachers when communicable diseases are going around, and offering instruction on care. This responsibility includes visiting parents for whom children with communicable diseases are a new experience.

She stresses that, in conjunction with health maintenance activities, she takes every opportunity to instruct children on good health practices.

The second priority of the elementary nurse is formal health education. Until three years ago, health education was the responsibility of a department specifically assigned to that task. Secondary schools still have health education programs staffed by trained personnel, but at the elementary level responsiblity for formal health education was transferred to the school nurse and health assistant. The nurse feels that this decision is unfortunate because, although materials are provided, most school nurses and health assistants have little background in education or teaching.

The elementary nurse has outlined her health education priorities:

> They (children) need to gain first of all knowledge of self. A working vocabularly of body parts and body systems, concepts of wellness and illness, life and death processes, understanding of growth and development, physical, mental and sometimes spiritual.

She implements these priorities through use of anatomy models, film strips, pamphlets, and other written material made available to teachers at each school. In addition, she often serves as a resource for the classroom teacher, giving talks and explaining the models.

The system used to refer children to the school nurse has several facets. A sick child will either present himself or be accompanied by a teacher or aide. In some instances, teachers refer a student who is suspected of having chronic health problems. Teacher referral is usually verbal, although occasionally it is in note form. Meetings are held twice a year, during which teachers are encouraged to refer children to the school nurse. Also, the nurse often takes advantage of health education visits to classes to search out possible health problems.

Follow-up requires varying amounts of time, depending on the individual case, the responsiveness and receptivity of parents, and the nurse's case load. Follow-up is done on children referred to physicians and clinics and is continued until needs have been adequately met.

The elementary nurse spends a majority of her time with children, and the remainder with teachers and support team staff.* Outside of the school situation, the nurse's most frequent contact is with private physyicians or clinics for the purpose of referral and follow-up.

The elementary nurse has a split schedule. On Monday, Wednesday, and Friday she is in one school all day, and on Tuesday and Thursday she travels between schools. Her role varies across schools. At Free School, she is involved primarily with screenings, follow-up, organizing health records,

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*Each SEA school has a Student Support Team consisting of the principal, social worker, counselor, and other support staff such as the SLBP teacher. While these groups function differently at each school, their primary purpose is to make decisions about appropriate referrals to support services.

and some health education. She rarely sees individual children except for emergency situations.

At Tuttle, Pratt, and Marcy she attends student support meetings at least once a week, does some classroom education, reviews records for new health problems, and does referral follow-up. On occasion, she serves counseling needs for children at Pratt and Tuttle. This is not true at Marcy because she does not have an identifiable, private place where she can be found consistently.

In response to the question "What kinds of things slow you down in providing services?" the elementary nurse mentions that driving between schools as frequently as she does is time consuming. She also indicates that interruptions, and the multiplicity of her responsibilities and functions, often make it difficult to concentrate and carry through on one project.

Secondary School Nursing - MUHS

Special services offered by the secondary school nurse deal mainly with what she calls Health Guidance and Counseling. Her activities under this category include:

1) Giving first aid and emergency care.

2) Excusing sick students from school.

3) Following-up on students.

4) Alerting teachers about critical health problems (such as asthma, diabetes, or epilepsy) and chronic health problems that might affect behavior of students in the classroom. This is done in written form.

5) Ordering of supplies and keeping track of inventory.

6) Having responsibility for emergency cards.

7) Administering medication.

8) Conferring with students and parents.

9) Making home visits, which occurs infrequently at the secondary level.

10) Supervising of the LPN's in the program for orthopedically handicapped students. Four-tenths of her time is allocated for this activity.

11) Counseling faculty about their health problems.

She states that health education is implied in these activities, and she teaches whenever the opportunity arises. She is generally dissatisfied, however, with the state of health education and would like to see it develop into a regular K-12 curriculum.

The responsibility for referral at the secondary level lies mainly with the student. When the student comes in, the nurse evaluates his condition and takes responsibility for follow-up, referral, and conferences.

Resources external to the school utilized by the secondary school nurse include: 1) the Minneapolis Public School Health Service Office, which has a chemical dependency unit; 2) the West Area Health Education Resource Center, for educational materials; 3) the Minneapolis Health Department, which provides visiting nurse services, family education, and drug counseling services; 5) private health care resources; and 5) group homes and halfway houses.

In response the question "What are the things that slow you down?" the secondary nurse mentioned the telephone system, which has an inadequate number of extensions. Another difficulty is presented by the location of her office, which is quite a distance from other support personnel and the main office, inhibiting communication between the nurse and other support personnel. She suggests that a new telephone system would alleviate both communication problems. She also mentions that she is often interrupted by situations that are not related to providing nursing care.

Of special concern to the secondary nurse is that the information on health records is inadequate. For example, records of children with learning disabilities, perceptual problems, or other high needs that might have physical implications, often do not indicate that a problem exists. She feels that it would be a good policy to do a complete health evaluation of students entering high need programs.

Program for the Orthopedically Handicapped - MUHS

In addition to the regular school nursing program, MUHS has a special program for orthopedically handicapped secondary students. The program, consisting of a coordinator, a resource teacher, two LPN's, and a Work Experience Coordinator, is the citywide center for secondary students. The resource teacher assists students with their classes, arranges for tutors, and teaches an adaptive class. While the students are mainstreamed into as many regular classes as possible, they also attend adaptive classes in physical education, home economics, industrial arts, and typing.

An abbreviated interview was conducted with one of the LPN's in the program. She indicates that the program is under the Department of Special Education and that she sends formal monthly reports to the West Area supervisor for Health Services. Also, she meets daily with the school nurse.

The program has 30 orthopedically handicapped students, 12 of whom require total care. Consequently, services provided by the nurse are numerous. They include toilet care, feeding, transporting students to class, giving daily medication, updating health records, having responsibility for emergency and special medical cards, grooming, taking notes in classes, supervising rest period, contacting parents and physicians, taking attendance, assisting with

outings, conferring with teachers and the school nurse, and maintaining healthy, supportive relationships with the students.

Students are referred to the program from Dowling School for Physically and Multiply Handicapped. They are also referred from other high schools throughout the city.

Speech Therapy

There are two speech clinicians in the SEA schools, one serving the elementary schools (with the exception of Free School), and one serving MLHS. They are officially part of the Speech, Language and Hearing Department under the Department of Special Education and report to the Coordinator for Speech and Language Services, Eleanor Swanson. Each of the three administrative areas has an area representative, who holds regular meetings with area clinicians. Meetings for primary and secondary clinicians are also held on a citywide basis. The two clinicians for SEA have little occasion to meet together.

Both clinicians make ongoing, formal reports to the Coordinator for Speech and Language Services. These reports contain the names, birthdates, and date of entry for all children seen by the clinicians. The clinicians periodically submit a Summary of Services form, which indicates the number of children being assessed, the number of children in their formal case load, the number of children dismissed, and whether these children are also hearing impaired or receiving SLBP services.

Both speech clinicians were interviewed. Because the elementary and secondary services are to some extent defined by the preferences and priorities

of their personnel, as was true of the nursing service, each service will be described independently.

Elementary Speech Program

Services provided by the speech clinician are designed to remedy communication problems that, according to the elementary speech clinician, fall into four areas--articulation, language development, hearing impairment, and voice difficulties. Articulation difficulties are usually caused by a physical problem, and therapy involves carefully teaching individual sounds. Therapy for language development difficulties at the primary level involves teaching basic concepts. Work with the hearing impaired involves making referrals to special tutors. Problems with voice pitch and volume are a result of organic voice musculature problems or abuse.

Diagnosis is the first step of therapy for a speech problem. There are several avenues of treatment. The most common is treatment by the school speech therapist. Children most in need of treatment, usually those with development or articulation problems, are selected for the therapist's case load. She works with children individually and in groups and meets with both three times a week.

Diagnosis often results in referral to other services. In the case of suspected hearing impairment, the child is referred to the school nurse for testing. If the test reveals impairment, the speech clinician takes responsibility for notifying parents that the child is being referred for further testing. If further testing confirms the diagnosis, she confers with the consultant for her department who assists in applying for additional tutoring services.

In the case of a suspected voice problem, the child is also referred to the school nurse for an ear, nose, and throat examination. Depending on the result, the child is either taken on as a case or is referred to a physician.

If diagnosis indicates that a child's problem is not severe, he is placed on a waiting list and picked up when a volunteer tutor is found. In some cases, the clinician provides parents with materials and information for an at-home program.

The elementary speech clinician uses a variety of teaching methods, depending on the needs of the child involved. In some cases, she uses drills; in others she uses more creative methods. She chooses methods that provide each child with practical, positive experiences that make learning easier.

Referral procedure will be revised next year. However, this year, the speech clinician's case load has evolved from referrals by teachers, outside agencies, parents, from picking up children who were enrolled in speech last year, and from preschool testing. Referrals are made either on an informal basis by written notes or on a formal basis by submitting a referral form indicating the type of problem the child is suspected of having. All referrals are submitted to the school's student support team, where a final decision about placement is made.

The referral process will be formalized next year for the purpose of making procedures uniform throughout schools. Specific changes will be that parental permission will be required before screening or diagnosis can be done, and referrals will be made to the student support teams prior to screening.

A child's therapy is considered complete when sufficient progress is indicated on a retest of the test battery given during diagnosis. Dismissal does not necessarily indicate that the child has appropriate speech for his age, but that a realistic goal has been met. The child is kept on an observation list after dismissal from the program and is seen by the clinician twice a month for a period of time on a maintenance program. Length of time spent in therapy varies from three months to two years.

The elementary school speech clinician divides her time among four elementary schools--Pratt, Marcy, Tuttle, and Putnam--according to need. Her schedule requires that she drive between at least two, and sometimes three, schools a day.

She sees her role as one of providing the same services throughout individual buildings, although building needs differ according to number and severity of cases. A majority of her mornings are spent at Pratt, primarily because she has developed a pilot program for eighteen children with language development problems which includes English as a Second Language students. She is assisted by a part-time English as a Second Language tutor and volunteers.

In response to the question "What slows you down in providing services?" the elementary school speech clinician mentioned that serving four buildings causes some problems with continuity and frequency of treatment.

Secondary Speech Therapy - MUHS

As is true of the elementary speech clinician, the secondary speech clinician works with articulation, language development, voice, and stuttering problems. She states that language development problems are less common than others at the secondary level.

The first step in the therapeutic process is educating the faculty about speech problems, treatment, and the referral process. The second is the initial probe, or screening, during which it is determined if the child needs further testing. (All referred students are tested for hearing impairment.) At the middle school level, parents are informed before children are screened. Because it is assumed that most children have been screened during elementary years, there is no yearly screening procedure for all students at the secondary level. However, the secondary speech clinician feels that yearly screening would be a wise practice.

The third step is the diagnostic procedure itself. Data is gathered and used to assess whether the student should receive direct or indirect therapy, or whether observation and periodic testing is indicated. If indirect therapy is indicated, the clinician organizes a program administered by a secondary teacher or aide. At both the middle and secondary levels, parental permission is sought before therapy begins.

The referral procedure varies. Some referrals are written and formal, others are verbal and informal. Referral forms have been provided to teachers and are used occasionally. Students are often referred to the MUHS speech clinician by counselors, and the health nurse reviews health records and refers names.

Length of time students are involved in therapy depends on the type and severity of the problem. Therapy for a language problem is usually long term, often lasting for two to three years. Therapy for articulation problems lasts six months to several years, and therapy for voice problems often lasts for only a month.

Because the secondary speech clinician has been at MUHS only six months, much of her program is in the developmental state. Also, because her time is

divided between MUHS and Northeast Junior High School, she spends only twelve hours a week at MUHS. Consequently, her case load is limited to 18 students. She works with most students on an individual basis, although she is involved in some limited group work. Also, limited time makes communication with faculty difficult. The MUHS speech clinician's time is divided almost equally between middle school students and senior high orthopedically handicapped.

The MUHS speech clinician indicates that the major difficulty she has encountered is getting students to come in for screening and therapy. Problems have occurred with the logistics of scheduling and with students who forget about appointments.

SOCIAL/EMOTIONAL NEEDS

SOCIAL WORK

Four social workers are employed in SEA, one for Marcy and Tuttle, one for Pratt and Free School, one for senior high students at MUHS, and one for middle students (grades 6-8) at MUHS. The MUHS middle school social worker and the Pratt/Free School social worker were interviewed for this report.

The Social Work Department of the MPS system, directed by the Chief Social Worker, Ms. Helen Tyler, is part of the Special Education Department. Each of the three administrative areas has a supervisor to whom area social workers are immediately responsible. Social workers select the cluster of their preference in each area. Because problems throughout SEA are closely

shared, it was suggested that the SEA cluster should have a team leader or supervisor to whom common problems could be referred.

Reports are sent directly to the Director of Social Work. The School Social Work Report, which is filled out daily and submitted monthly, indicates how time is spent. Dissatisfaction concerning the usefulness and relevancy of this reporting system was expressed. Records are not kept of the number of students receiving service or of the length of interaction with students.

Communication and meetings between SEA social workers is both formal and informal. It includes informative meetings and phone contact concerning problem students.

The number of social workers allotted to schools is determined partially by a set student ratio formula and partially by the special needs of individual schools. MUHS has two social workers because of its variety of programs, number of high needs students, and high number of transfer students.

Elementary School Social Work - Pratt/Free School

The Pratt/Free School social worker states that his primary responsibility is insuring that students receive available services for academic, physical, and emotional needs. Consequently, most of his work involves short-term contact with children for the purpose of referring them to special school programs or outside agencies. He refers children to the Washburn Child Guidance Clinic and other counseling agencies. He also refers children and families to the Hennepin County Welfare Department and to the Boys' Club. He focuses primarily on activities oriented agencies that stress building positive self-image through successful involvement and active participation. These agencies include the YMCA and YWCA and the Big Brother and Big Sister Programs.

The Pratt/Free School social worker also works directly and informally with children on an individual and group basis. His approach is to build on-going friendships with students who need extra attention and limit setting. As a result, there is no formal diagnostic, therapeutic, or evaluation process. Progress is constantly assessed, but the therapeutic relationship is never formally terminated.

The Pratt/Free School social worker also serves as an ombudsman for parents and students in their relationship with the school system. He feels that parents often do not receive unbiased information necessary for coping with potential conflict situations with the school. He attempts to fill this need whenever possible.

Referrals made by classroom teachers are informal; some are written, some verbal. However, while Pratt teachers tend to refer more children to him than Free School teachers, he finds the majority of children with whom he works through classroom observation and teaching his own classes.

The Pratt/Free School social worker divides his time almost equally between schools, and his role varies at each school. At Pratt, he spends at least one hour of every day in student support team, pupil personnel team, or general meetings. He is also responsible for the Pratt School Patrol. He spends the remainder of his time there making referrals and working with individual students.

At Free School, he spends a large portion of time working on school policy matters such as the attendance issue. Because his definition of problems and approach to problem solving seem to conflict with the Free School culture, he spends little time working with students at Free School. For example, parents often view a "social work" approach as meddling in private affairs.

At Free School he focuses on students who are not participating in class work, but he feels that he meets with little success.

The Pratt/Free School social worker states that several factors slow down or inhibit service delivery. The first is lack of commitment from staff, a problem which is most apparent at Free School. Some teachers are reluctant to refer students, and others who refer students are often reluctant to make follow-through commitments. He feels that the second factor is the amount of time spent in meetings. His major concern, however, is his split day, which interferes with direct service to children because he is often not around when a problem arises.

Middle School Social Work - MUHS

As is true of the Pratt/Free School social worker, one of the primary responsibilities of the MUHS social worker is coordination of referrals. Within MUHS, he coordinates referrals to the Concentrated Learning Center (CLC). In order to facilitate school referrals, he leads meetings of the seventh grade student support team, which includes the middle school counselor, the assistant principal, and the MUHS urban transfer aide. He also attends meetings of the seventh grade teaching team, graded eight, ungraded, open school, and CLC teams. Outside referrals are made to the Eastside Neighborhood Services, Family and Children Service, Lutheran Social Service, and the Bach Institute. He is also responsible for making court referrals for truancy and incorrigibility to the school board attorney.

In addition to court referral work, the social worker works closely with the Probation Officer regarding MUHS students on his case load. He coordinates

services, provides information, encourages, and attempts to insure services from Hennepin County Welfare, especially Protection and Family Service, and a variety of family agencies and adolescent treatment programs.

The MUHS middle school social worker is often involved in crisis intervention in discipline situations, which involves meeting with family groups and individuals for one or several sessions. Because he feels it is difficult to act as both authority figure and therapist in a school setting, most long-term therapy cases are referred to outside agencies. However, he works with one group and a few individuals on a long-term basis and expresses a desire to do more group work. This year he has supervised a social work student intern from Augsburg College, who has worked with both individuals and groups.

Students are involved with the social worker, or with programs to which he has referred them, for varied lengths of time depending on type and severity of the problem. In most CLC cases, initial testing has been done, and post-testing indicates whether progress has been made. The ultimate criteria for determining success is whether the student can function in the classroom and halls. In some cases where the social worker has been directly involved, therapy has continued for the duration of the student's middle school years. The social worker is responsible for follow-through of all cases referred to outside agencies.

The middle school social worker indicates that he is slowed down mainly by the large number of students needing assistance. He states that the number of students referred for special instruction or counseling approaches one-third of the student body.

COUNSELING

SEA counseling services encompass counselors at Tuttle, Pratt, Marcy, and Free School, and three counselors at MUHS. The MUHS middle school counselor and the Marcy counselor were interviewed for this report.

The Department of Guidance and Counseling is an independent department in the MPS system. Its director, Dr. Ralph Johnson, is immediately responsible to the Director of Curriculum of the Minneapolis Public Schools. Although each administrative area has a resource counselor, a direct line of communication exists between counselors and the department director, to whom they are immediately responsible. This situation is reinforced at the middle and secondary levels by the fact that the counselors there work primarily through Department Chairmen Groups that meet with the director three or four times a year.

Formal reports are not required of either elementary or senior high counselors. The Marcy counselor, however, keeps a journal or her activities with students, which she regards as being highly confidential. Because she works with few students on an individual basis, she feels that it would be difficult and unwise to keep records of the number of children she sees. However, the department has recently done a series of "time checks," which required counselors to indicate how they spend time. This was done primarily to gather data for the Citywide Committee on Guidance and Counseling.

Elementary School Counseling - Marcy

The counseling program at Marcy, along with the ten other elementary counseling services in the MPS system, exists because of the national

elementary school counseling movement. In the early sixties, institutes were developed with Title III and Title IV funds to train elementary school counselors from the ranks of elementary school teachers. Impetus for the movement came from an evolving focus on children's self-concept and the growing concern that education should assist in the development of the whole child. It was also spurred by concern about the fact that many students entering high school were exhibiting significant difficulties. Because social workers were case and family oriented and lacked training in curriculum, education, and human development, it was felt they could not provide necessary services. Thus, counselor training institutes for elementary teachers were established.

The elementary school counselors in SEA have been trained in the developmental model taught by these institutes. The model lends an interesting perspective to the concept of high need, as indicated is this statement by the Marcy counselor.

> Speaking as a developmentalist, I think that everybody has special needs, and I really hate to categorize children to special needs in one area or two areas or three areas. To look at special needs within a developmental framework is to say that all of us have needs, and that it is the role or duty, the responsibility, of special services to identify to what degree we must give special attention to certain needs.

The developmental model focuses on four areas of service. These are: 1) individual and group counseling; 2) classroom guidance, which involves working with the teacher in the classroom; 3) parent and teacher consultation, which involves providing inservice training on educational programs; and 4) parent education. While a developmental counselor may do some family counseling and referrals, his or her primary function is to impact the whole school program rather than just a few individuals or groups.

Impact takes the form of extensive work with developmental groups. (The Marcy counselor sees only one child regularly on an individual basis.) As defined by the Marcy counselor, a developmental group "is basically doing things with kids that they're developmentally interested in and ready for." For example, a group of non-verbal children will first concentrate on non-verbal play activities and gradually will learn to participate in verbal activities.

An example of a developmental group is a group initially begun to work with several boys who were behavioral problems. The school support team decided that action needed to be taken with them; the counselor initiated a small group for playing together, having fun, and doing some work with behavior. The activities orientation of this group provides a comfortable environment in which the counselor can discuss appropriate behavior without becoming a threatening authority figure. She finds this approach to be very effective. The group has become so popular that it now has ten members; and, in addition, friends who provide role models and support are allowed to visit.

Another kind of developmental group, the cross-age tutoring group, is oriented around older children tutoring younger children. In this type of group, the therapeutic aspect occurs in group sessions, when the older children discuss their experiences as tutors. They talk about relationships they have formed and share their satisfactions and frustrations. In the process, non-verbal students become more verbal, and non-assertive students become more assertive.

Another kind of special group, available to all Marcy children, is the family change class. This class is an educational program where traumatic

family changes, such as death, divorce, residential mobility, and entrance and exit of siblings, are discussed. The group consists of both children who have experienced family trauma and of interested children who have had little experience with family change.

Because of the total child and total program approach of both the developmental model and open school philosophy, the referral system at Marcy in informal and unstructured. Working as a team, the counselor, social worker, and SLBP person coordinate services to children. In some instances, as with children requiring SLBP services, a formal referral process is required by the state and is handled by the SLBP person. In addition to focusing on one problem area, consideration is also given to other needs that could be served by other team members. Consequently, the counselor will often initiate a relationship with a child as a result of team discussion. In addition, she is aware of the situations of many children as a result of her involvement in the classroom. Also, children often approach her independently to talk about concerns.

The length of time a child spends in a developmental group varies. It is determined by the child's interest, the counselor's professional judgment, time restriction, and the nature of the group. Most behavioral change groups begin with an initial goal of five weeks, at which point disinterested children usually decide to leave. The counselor will continue with the remainder of the group as long as children are interested and time permits. She is reluctant to use affective instruments, such as behavioral checklists and affective tests, to determine if a child has made progress. Family change classes last for one or two weeks.

The Marcy counselor spends much time assisting and training teachers to work with a variety of children's needs. She also provides ideas about curriculum and information about running affective groups in the classroom.

The Marcy counselor has contact with Marcy parents and staff of other schools. She often receives requests for resource help and staff development information from schools without counselors. Also, Marcy parents call requesting an appointment to discuss a child's problems. If a parent expresses concern about a child's progress during one of these sessions, the counselor coordinates an evaluation procedure. The Marcy counselor also meets with parents when they have requested to see the child's record.

Because referrals to outside agencies occur only when a problem is quite serious, the Marcy counselor has limited contact with outside agencies. When the team does decide that an outside referral is necessary, the social worker takes care of it. Their major referral resource is Hennepin County General Hospital.

The Marcy counselor states that two things hinder her work with groups. Of primary concern is the lack of designated space for group meetings. She often has to borrow space at Hope Lutheran Church. The other interfering factor is competition with other options available to students.

Middle School Counseling - MUHS

The MUHS middle school counselor describes himself as a generalist. He has numerous responsibilities and also works with a variety of problems as they arise.

One of the middle school counselor's primary responsibilities is programming and scheduling all middle school students. The first step in

scheduling involves liaison and orientation work. This role requires that he provide materials and information which explain MUHS programs to parents and students so that realistic choices can be made about alternative programs. He states that the next phase--the mechanical aspects of programming--requires one-half of his work time. He must program students both manually and for MPS computer processing.

The middle school counselor also works with students referred because of academic, adjustment, or achievement problems. He spends some time with counseling and follow-up of these students.

The middle school counselor has many other duties. He serves as a team leader for the open school and ungraded programs, a responsibility that requires attending meetings twice a week. He is involved in case conferences and staffing of students who have severe problems, and he is also involved with disciplinary referrals. Also, he represents the guidance and counseling service in the school system hierarchy. He acts as liaison person for teams, staff, and parents when a student transfers between MUHS programs or classes. And, finally, he coordinates the testing program for the middle school, a task which involves overseeing cumulative records for the three tests required by the MPS system.

The primary referral procedure, the "feeder system," consists of social workers and counselors from MUHS feeder schools providing information about incoming students, particularly those who are severely malfunctioning. In some cases, students may be pre-programmed for remedial help or for the class for the functionally illiterate. Advance information is referred for the orthopedically handicapped students.

Information from feeder schools is transferred in a variety of ways. The middle school counselor often visits feeder schools where he meets with and speaks personally with social workers and counselors. This year a form asking teachers to rate all incoming students on a 1 to 5 rating scale in reading, math, and behavioral adjustment was sent to feeder schools. These forms are not filed in the student's cumulative records but are in a temporary social work file.

Parents are another source of referral, as they occasionally make requests for testing when they register children. And, the final source of referrals are the teaching teams to which every middle student is assigned. The team continuously evaluates students for possible remediation or SLBP needs. These referrals are passed along verbally during team meetings.

Because of his role as program scheduler, the extent of student load, and the mechanics of running four programs, the counselor's contacts with students are mostly short term. Long term problems are referred to outside agencies such as the Family and Children's Service of the Hennepin County Welfare Department.

The middle school counselor states that the most inhibiting factor, "in the sense of clashing with the need to deal more intensively with the students who are having problems," is the mechanical problem of doing both manual and data processing of schedules. He suggests that removing the school from the computer system, having the administration and clerical staff handle the mechanical aspects of programming, and getting more clerical help would alleviate these problems. Also, he considers his duties as lunchroom supervisor as a source of interference because it takes approximately an hour of his time daily.

Title IV Indian Education - MUHS and Pratt*

The Title IV Indian Education Program is part of the Department of Indian Education in the Minneapolis Public School System. It is funded with both federal and MPS funds. The program is comprised of a director; a parent committee that coordinates the program; three Indian studies teachers; three arts and crafts teachers; six chemical dependency personnel; and thirty social work aides who work in both secondary and elementary schools throughout the city. The majority of aides are concentrated in areas with substantial Indian population, where three or four aides are placed in a school. This is the first year SEA schools have had an Indian Education aide. She works at Pratt and MUHS and is responsible to her program social work coordinator and to the building administrations.

The Title IV aide keeps a daily log that is submitted to the Indian Education Department, where it is also submitted to the funding agency in Washington. She also keeps monthly progress reports on each child which are sent to the Indian Education Department and to appropriate personnel in the school.

The overall purpose of the Title IV program is to meet various needs of Indian students. However, because this is only the third year of the project, specific goals and functions are in the process of being defined. It is currently in the exploration stage, with much time being concentrated on locating Indian students, assessing needs, and fitting the program to individual schools. At this point, the program works only with Indian students, but it is anticipated that the program will eventually expand to encompass other students.

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*The Title IV Indian Education has been described in the section on Social/ Emotional Needs because it is primarily a social work program, although it also fills a cultural need of students.

The Title IV aide initiates her program primarily with the staff. She explains the program and explores with them whether the school needs the program. If a need is expressed, she and the staff work out a program suitable for the school.

The next step is talking with Indian students in the building. She explains the program and registers students if they appear to be interested. At the elementary level, parental permission is obtained.

Her program differs from Pratt to MUHS. She is at Pratt in the morning, where she co-teaches several classes with resource teachers from the Indian Education Department. The classes run from 5-8 weeks and are built into the Pratt curriculum. Indian culture class focuses on cultural background and history. Activities classes, such as arts and crafts, are also scheduled. Indian Education classes scheduled for free choice time at Pratt are open to non-Indian students.

The Title IV aide also serves as a counselor and social worker for Indian students. She works with absenteeism, counsels students, and confers with teachers. She also provides social work service to families.

Her primary functions at MUHS are counseling, social work, and resource coordination. She works primarily with middle school students. She works closely with student support personnel at MUHS, sharing information about students and making requests for referrals. She also teaches a two-hour photography class for Indian students one day a week.

The Title IV makes extensive use of outside resources for MUHS students. Students take various Indian language classes, for which they receive credit in independent studies, at other high schools or at the Franklin Avenue

Indian Center. Also, students attend Indian culture and arts courses for credit at the University.

The Title IV aide feels that several factors interrupt her work. The first is the number of students requiring individual attention. The second is that she has no permanent office or classroom space. She also feels a phone of her own would be helpful.

ACADEMIC NEEDS

SLBP Programs

Nine SLBP personnel are employed in the SEA schools. One is employed at Tuttle, one at Pratt, two at Marcy, two at Free School, and three at MUHS. The SLBP teacher at MUHS and the SLBP teacher at Tuttle were interviewed for this report.

SLBP personnel are part of the Department of Special Education under the acting Director for Special Education, Mr. Arne Rehmann. They are directly responsible to Rita Grismer, who is the Assistant Coordinator for Resource and Special Class Programs for both elementary and secondary levels.

Each administrative area has a lead teacher. The East Area lead teacher serves SEA because it is logistically more convenient for her than for the West Area lead teacher. The lead teacher serves as a resource person. Her duties include attending conferences for special need transfer students, providing information about outside resources, laying groundwork for student referral, providing assistance with problem students, serving as a stand-in for classroom teaching, and searching for materials.

The reporting and filing system for SLBP programs is extensive. A file is kept on every student. Each file contains the series of tests administered to establish academic need before a student enters the SLBP program. The file also contains forms on which regular classroom teachers have indicated the student's academic or behavior needs, and it contains plans and goals formulated for each student every trimester and a written evaluation of the previous trimester.

Elementary SLBP - Tuttle

SLBP programs are designed to serve children who have learning and/or behavior problems that impede their progress in the regular classroom. Children suspected of having such learning difficulties are referred by the regular classroom teacher to the SLBP teacher for assessment. The SLBP report and recommendation goes to the Student Support Team, which decides upon the best way of meeting the child's needs.

At the elementary level, an SLBP teacher may work with no more than fifteen studetns per day. Her primary function is teaching the basic skills of reading, writing, and math, so that the child will reach a level of competence that will allow him to participate adequately in a regular classroom. Each child is given one hour of tutoring every day.

Secondary SLBP - MUHS

The SLBP program at MUHS is an integral part of the Concentrated Learning Center (CLC). The CLC team consists of five members--the SLBP teacher; the team coordinator, who has a background in mental retardation; the remedial reading teacher; the person who works with the Adjusted Learning Environment; and a part-time SLBP tutor.

The Concentrated Learning Center was formed three years ago as an attempt to eliminate problems caused by MUHS special service programs operating

autonomously. For example, the team approach would reduce duplication of materials used in the building. The CLC was formed also as an attempt to eliminate the problems of labeling and stigma attached especially to the MR students. The feeling was that labeling would be difficult if MR and SLBP students were in mixed groups.

CLC students are identified as having academic or behavioral difficulties and come from both junior and senior high levels, although there are more from the junior high programs. Team members work with 3-6 students, who are grouped according to academic level and social compatability.

The team provides a continuum of services that focus on teaching English and math. The remedial reading teacher works primarily with students who have decoding skills in language, but who need assistance with comprehension and improvement of vocabulary. Students whose skills are so poor that they can cope only with non-academic courses are provided with intensive tutoring in very small groups. They are seen alternately by both the SLBP and remedial reading teachers for several periods a day. Students are removed from their least successful classes to attend these groups.

Materials used by the SLBP teacher encompass a variety of approaches, including both phonetic and sight materials. A wide variety of stories and reading materials are provided.

When it becomes apparent that a number of students in a class will require assistance for a curricular activity, CLC team members are available to team teach with regular classroom teachers. For example, the SLBP teacher has been involved in team teaching in a health class in which the majority of the students were capable of learning technical terminology. Because a

few students were not able to read the text, the SLBP teacher worked with the regular teacher to rewrite material and present it in different ways. Books were put on tape, games and alternative work sheets were developed, and emphasis was put on oral presentation. Occasionally, the class would be split, and alternative materials would be presented by the SLBP teacher. The SLBP teacher worked with this class for two trimesters. This approach is currently being used in an English class by the SLBP tutor.

The team coordinator teaches a class called Survival Skills once a year for tenth and eleventh graders. The class discusses life survival skills such as finding and maintaining an apartment and looking for a job.

Members of the CLC team also spend some time informally counseling students on problem relationships with teachers and other students.

The team plans individually for each student. Follow-up activities occur with each student who leaves the CLC program. In some instances, the CLC team members will even provide assistance to former CLC students who need help reading or writing classroom tests.

The number of students served by the CLC team sometimes exceeds state guidelines. The state limits SLBP teachers to fifteen students and SLBP tutors to twelve. Also, state guidelines suggest that only three students comprise a group. However, the CLC team feels that it is important to be flexible enough to be able to group students by skill and need; consequently they often see students individually or in groups of four or five. This procedure was outlined in a proposal submitted to the Special Education Department and the English Department, where the plan was approved.

The CLC referral system is formalized but not rigid. The primary referral source is the classroom teacher. Also, CLC team members attend junior and

senior high team meetings, where they often pick up referrals through group discussion of problem children. Referrals come from counselors as they screen files of incoming students. Students, who hear about CLC through friends, will occasionally refer themselves. Parents will call either CLC team members or administration requesting help for their children. And, the CLC team will often be alerted by SEA elementary teachers that an in-coming student needs remedial assistance.

After a referral is received, an appointment is made to meet the student and arrange for academic testing. At the same time, the classroom teacher fills out an academic checklist. If the CLC team feels their services are appropriate, discussions are held with the student to explain CLC classes. The student visits several classes before making a decision, and parental permission is sought before therapy begins.

Once enrolled, students are involved in the CLC program for at least one trimester and usually for two or three. Some students are involved in the program for years.

The SLBP teacher spends an equal amount of time in direct service to students and in meeting with other CLC team members. She also spends time, usually at lunch, talking to various classroom teachers about current curricular needs and SLBP students.

The CLC team works with several outside resources. Psychologists from University Hospital consulted at MUHS last year, and they still do psychological testing occasionally. Fairview Hospital is also used as a placement for psychological diagnosis and testing. The CLC team is often contacted by the Hennepin County Welfare when they need information about a student who has been in trouble outside of the school. The diagnostic center at

St. Joseph's Home for Children also serves as a resource, and the team has contact with their shelter for run-away teen-agers. The team also has contact with the University Upward Bound program, which sends students to MUHS because of the convenient location and because of the variety of services available there.

REMEDIAL READING - MUHS

Remedial reading is currently not a structured program within the MPS system, although steps are being taken to place remedial reading under the Right-to-Read Program. Attempts are also being made to gather support and funding to initiate reading programs throughout the city. Remedial reading teachers are primarily responsible to building administrators.

The remedial reading teacher at MUHS functions essentially as a CLC team member. Because the CLC program has been described in the section on SLBP programs, the discussion of remedial reading will focus on the unique perspective and skills of the remedial reading teacher.

The MUHS remedial reading teacher states that his reading program is student-focused, which means that one of the purposes of the program is to help students feel good about themselves. The other essential purpose of the program is to develop students' reading skills to the point where they can function at an average level in the regular classroom.

The remedial reading teacher divides reading difficulties into two categories. The first are those caused by deficient perceptual functioning of the visual and auditory systems. The second type is caused by developmental needs, which means that students' reading performance is below average although there are no apparent perceptual problems. The remedial reading teacher feels that

these students have not developed adequate reading skills because they have not had sufficient opportunity to do so.

The first step in the remedial reading process is assessment of oral reading ability. Formal assessment is done after the student has adjusted to the environment of the reading center. The Gates-McGinees and Peabody Picture Vocabulary are administered to formally measure silent reading ability and oral vocabulary. Retention, and visual and auditory perception are also checked. If indicated, further auditory and visual screening is done by the school nurse or other personnel.

The next step in the therapeutic process is planning and implementing the most appropriate teaching method. The remedial reading teacher employs an eclectic approach that allows him to emphasize student's strengths. He uses whichever approach, phonetic or whole word, that will provide the student with successes while teaching new concepts and words. He also uses reading material of special interest to the student. Within the class, he works either on a one-to-one basis with students or pairs more advanced with less advanced students. The remedial reading teacher teaches five classes a day. Each class has between 6-10 students of varying age and academic level.

The final step in the remedial process is evaluation of the student's progress. This is accomplished by retesting to assess whether the student can function in the regular classroom at grade level. Students are involved in remedial reading from two months to two years.

Like the other members of the CLC team, the remedial reading teacher works with classroom teachers. He also refers students who have emotional needs.

The referral process for remedial reading is much the same as for the SLBP program. Referrals are made by the CLC coordinator, teachers, counselors, administration, and parents.

The primary outside resource used by the remedial reading teacher is the University of Minnesota. A reading tutor program has been arranged with nine University students. These students receive credit for one-to-one tutoring with MUHS students who have not been successful in any other reading program. Also, volunteers are secured from the community, and four volunteers from the WISE program work individually with students. The remedial reading teacher refers students to the social worker if outside referrals are required.

The remedial reading teacher states that the greatest factor slowing down reading progress is lack of motivation on the part of students. A second factor is inability of students to discipline themselves to learn. In the case of students who have organic difficulties, progress is slowed by lack of trained personnel.

ENGLISH AS A SECOND LANGUAGE

English as a Second Language tutors are placed at Tuttle, Pratt and Marcy, and MUHS. The tutors for MUHS and Pratt/Marcy were interviewed for this report.

English as a Second Language (ESL) is a citywide service under the School Based Programs of the Department of Special Education. The Coordinator of the ELS program, Ms. Patricia Rogosheske, reports directly to the Coordinator of the Speech and Language Programs.

The 20-25 ESL tutors in the city are currently contracted on an hourly basis for a maximum of fifteen hours a week, although several full-time

positions may exist next year. They are assigned to schools on the basis of need.

Meetings attended by ESL tutors are limited to citywide in-services once a month. Reports, indicating number of children receiving service and amount of time spent with each child, are sent to the Special Education Department, not to the ESL Program Coordinator.

Elementary ESL - Pratt/Marcy

The primary focus of the ESL program is on foreign students who need additional assistance to learn English. The elementary ESL tutor meets with students 2-5 times a week, in individual or small group sessions, to work on English language development activities.

Elementary curriculum includes two series of text books; one for K-2, and another for 3-6. Curriculum is well defined, and the ESL tutor is expected to follow it throughout the year. The ESL tutor at Pratt/Marcy also uses pictures, books, and toys that assist in increasing vocabulary useful in school, as her work is school-focused.

An initial evaluation is done on a child through use of a bilingual syntax measure administered by the tutor but scored by the ESL supervisor. This test is administered to determine if a student is at the beginning, intermediate, or primary level. Any student over eight years old who is at the beginning or intermediate level is eligible for intensive English classes at Whittier School. Intermediate students attend the classes for two hours four days a week, and beginning students attend for three hours five days a week. Two Marcy students attend this class, and they receive bus service between

Marcy and Whittier. Advanced, K-3 children, or children whose parents prefer that they stay in the regular classroom, except for ESL tutorial services, are handled by the ESL tutor.

The approach used by the Pratt/Marcy ESL tutor varies with the age and skill level of the child. With younger children (5-6), she emphasizes mostly oral language acquisition. She first teaches basic objects in a sentence pattern (nouns and verbs), and then moves on to more complex patterns. Sessions with these younger children tend to be informal. She encourages children to relax and works to form good relationships with them.

With older children (7-8), she works on reading and writing. She states that presenting written materials is especially helpful to students who read and write in their first language.

The ESL tutor works on cultural differences by discussing American culture and behavior. She is aware of other cultural norms and understands student's behavior in its cultural context. She is constantly offering information that will assist students in adjustment to this culture.

The Pratt/Marcy ESL tutor is in contact with the families of all her students. Contact takes the form of phone conversations and parental visits to class; and, the ESL tutor invites all families to her home at least once or twice a year.

The referral process is not well defined, partially because at this point in time ESL is a changing, developing program. The referral process involves the speech clinician, social worker, the student support team, and the ESL tutor. This year, the speech clinician assessed the students in the fall, discussed cases with the student support team, and then referred the appropriate cases to the ESL tutor.

The Tuttle ESL tutor works most closely with students but also has contact with classroom teachers. Contact with teachers involves the initial classroom observation of a student. It also involves discussion with teachers about the child's adjustment.

A child who is still having language difficulties after several years will be referred to the SLBP specialist. Usually, children with no real learning or behavior problems become proficient in English within six months to a year.

Activities of the ESL tutor vary from Pratt to Marcy. At Pratt, she assists the speech clinician in running an experimental speech and language development program for fifteen six and seven year old students. Some of the students are American, some are ESL students, and some have an additional home language other than English. The program's benefit, from an ESL perspective, is that ESL students learn best in a situation where they are hearing English from native speakers. This class meets five mornings a week for 1 ½ hour. The ESL tutor also has individual sessions with three students at Pratt. She is at Marcy three days a week, where she meets regularly with four kindergarteners.

The Pratt/Marcy ESL tutor experiences few difficulties that interfere with her teaching. She mentions only that it is frustrating when she is not informed that children are absent and when children forget appointments. She feels that ESL students, on the whole, are a highly motivated, rewarding group of children with which to work. She appreciates the fact that SEA teachers are sensitive to the needs of ESL students in that they involve children in normal classroom activities as better language skills are acquired,

and they often assign children to be the friends of ESL students to assist in becoming acquainted with the school. She states that both of these procedures are vital to the successful adjustment of ESL students.

Secondary ESL - MUHS

The MUHS ESL tutor teaches nine students. She sees three students individually, one for three hours a week, and two for two hours a week. She also sees six advanced students in a group setting five days a week. Although the ages of students in the group ranges from grades seven to twelve, they are all at approximately the same level of language skills.

Her teaching method with beginning students focuses on basic vocabulary words. She uses materials and children's books that show objects by category and action with verb labels. She also uses the ESL text, English for Today, Book 1, which teaches basic sentence structure. With her advanced students, she uses a book which focuses on vocabulary, reading, and complex sentence structure. The students do crossword puzzles, write compositions, a nd discuss cultural differences. At the secondary level students receive credit for their work with the ESL tutor.

The ESL tutor serves as a counselor and a resource person. She also serves as a liaison between her students and their classroom teachers. She has little contact with parents.

As is true with elementary ESL students, secondary beginning and intermediate students attend a center for intensive English instruction. The beginning students attend for three hours every morning, and the intermediate students for two hours every afternoon.

The referral and screening process has been ill defined throughout this past year. Technically, all requests for ESL tutoring are to go through the student support team. However, until recently, the social worker has taken primary responsibility for referring students. Because the ESL tutor's contact person at MUHS has been the coordinator of the orthopedically handicapped program, he has now been assigned the responsibility of passing on referrals from classroom teachers to the ESL tutor.

Screening is technically done by the speech therapist. However, because MUHS had no speech therapist until Christmas this year, the ESL tutor has been responsible for screening. The initial assessment is done by an evaluator from the ESL Department.

The ESL tutor has little contact with outside resources. She does, however, contact the Prescriptive Instruction Center of the Special Education Department for materials. She also occasionally assists students in finding jobs, and she recently contacted the Boy Scouts for one of her students. She states that recreational activities are very important for her students, who often find it difficult to make friends because of their embarrassment about language.

The ESL tutor feels that few problems inhibit her work. She finds ESL students to be highly motivated; consequently, progress is often rapid.

WORK EXPERIENCE PROGRAM - MUHS

The Work Experience Program is one of several offered by the Business and Cooperative Education Department of the MPS system. Programs for twelfth grade students include the Trade and Industry Program (which is

offered in every senior high in the city, with the exception of MUHS), the Distributive Education Program, and the Office Education Program. The Work Experience Career Exploration Program (WECEP) is offered to ninth grade students in every junior high in the city. The Work Experience Program, for tenth and eleventh graders, places two coordinators in every senior high in the city, with the exception of Southwest High. MUHS has three Work Experience Coordinators, one of whom works with the orthopedically handicapped. One of the Work Experience Coordinators at MUHS was interviewed for this report.

One of the primary goals of the Work Experience Program is to prevent students from dropping out. By allowing students to work while taking classes, the program provides students with the opportunity to gain skills and, hopefully, heighten awareness that education is essential for acquiring rewarding jobs. It also provides needy students with an opportunity to earn money.

The duties of the work coordinator include teaching and job placement. The work coordinator will place students in jobs, but more often students find jobs themselves. Students are taught to fill out applications and write resumes. The work coordinator maintains constant contact with student and employer and takes responsibility for working out problems and counseling students. He frequently visits the job site and makes home visits when necessary.

The student's job experience is supplemented by classes taught by the two work coordinators and by classes in the regular high school. A student must be enrolled in one of the four classes offered by the work coordinators, for which he can receive one credit per trimester in English or social studies.

A student receives two credits per trimester for work experience and picks up two other regular classes as his schedule permits. This arrangement allows a student to earn enough credits to graduate with his class.

Most of the fifty-eight students enrolled in the program stay for the duration of their high school career. They begin in the tenth grade, and are either moved into the more vocationally oriented Distributive Education Program for twelfth grade or remain with the Work Experience Program for their senior year.

Students are referred primarily by counselors. In other schools in the city, students are screened by a committee consisting of the counselors, assistant principal, social worker, and work coordinator. At MUHS, however, students are referred directly to the work coordinator.

The work coordinator has numerous contacts with outside agencies. He keeps a file of names and businesses he contacts for job placement, which includes such firms as the First National Bank, Pillsbury, General Mills, and McDonalds. He also contacts the State Employment Agency for placement assistance.

The Work Experience Program has an extensive reporting system. Monthly reports, indicating number of students in the program, type of job, name of employer, and any change of status, are submitted to the department office. All students must receive a work permit, and a form indicating the student's age must be sent to the state and provided to the employer.

SPECIAL SERVICES FOR CURRICULAR NEEDS

SEA Math Program

The SEA math specialist is a member of the Teacher Center staff and reports to the director. She is technically funded by Pratt, Marcy, and Free School but is also available to Tuttle on an on-call basis. She is responsible to the administrators of these schools but does not report to them formally.

Although the SEA math specialist is not officially responsible to the MPS Math Department, she meets with other area and citywide resource teachers and participates on the citywide math materials committee. She also consults with other schools on math curriculum issues and has done citywide workshops on integrated curriculum.

The SEA math specialist is essentially a resource person for building math programs. In general, she spends her time developing or finding integrated curriculum materials to be used in each school. At Pratt, she also coordinates the IMS program, a responsibility which involves presenting information to the staff about the program so decisions can be made concerning its use and effectiveness. At Marcy, she develops materials and observes classroom teachers, to whom she offers feedback and ideas about their presentation of math. In addition, she has tried to build student awareness of math in non-math situations and has developed a math-art center in which students meet twice a week. At Free School, she works mainly with primary math curriculum. At all schools, she stresses use of an integrated approach to teaching math.

The SEA math specialist organizes her schedule so that she spends some time in each school every day. She devotes the equivalent of three half-days to Marcy, three half-days to Free School, and two half-days to Pratt.

SEA Science Center*

Science center personnel are directed by a Science Consultant to the MPS system. Presently under the science consultant are two elementary resource teachers for the East Area; one for the North Area; one for the West Area; and one citywide secondary resource teacher.

There is one elementary science center in each administrative area and a citywide secondary science center. The science centers are run by elementary and secondary steering committees. At the elementary level, the steering committee is comprised of teacher representatives from all buildings. At the secondary level--involving primarily junior high science programs, as senior high science programs rarely elect to participate in science centers--the steering committee is comprised of junior high science department chairpersons. The main function of the steering committees is to make financial decisions, such as determining the pupil allotment necessary from each participating building and deciding how resources should be spent. Steering committee meetings, which are usually held once a month, also provide science teachers with an opportunity to communicate with area resource teachers about curricular needs and various problems.

The elementary science center program began ten years ago as a pilot project in the North Area, but the secondary science center program is only in its fourth year. Both centers are designed to provide a resource pool of science equipment and materials for participating schools. This is done primarily by offering a wide variety of curriculum "units" either developed by a resource teacher, as is usually true at the junior high level, or

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*A joint interview was conducted with the secondary science resource teacher and an elementary science aide.

purchased from commercial science companies. Because it is the goal of the science centers to encourage teachers to move away from dependency on textbooks, most of the units are activity oriented.

The science centers use a teacher sign-up system to distribute curricular units to the schools. Teachers request units either by phone or by visiting the center. Although it would be easier to have a set time for sign-up, such as beginning or mid-year, teachers can request units at any time. And, although the curriculum guide suggests that units be used from 12-16 weeks, the length of time a unit is in use varies. Science center aides are responsible for organizing units and insuring that they reach schools at the appropriate time. In SEA, the elementary aide usually transports units herself, although other science centers employ drivers and use vans. Resource teachers inform new teachers about science center services and encourage them to familiarize themselves with units and materials. At the secondary level the sign-up system is used mainly for the equipment.

The science center is also a vehicle for staff development. The science resource teachers hold workshops, co-teach units with classroom teachers when assistance is requested, and serve as co-leaders on field trips.

A unique facet of the SEA science center program is the "Learning Materials Center". It was developed when the MPS system began using the SCIS Life Science Program, which requires a large variety of living organisms. These organisms can be purchased from the program's publisher, but because the cost is high and there are many transportation hazards involved in purchasing from the publisher, SEA decided to handle its own living organisms. All necessary organisms--e.g., snails, plants, cultures, guppies, etc.--are maintained in the materials center and sent to classrooms on request. The materials center is used throughout the city.

As is true of all elementary schools throughout the city, all SEA elementary schools are affiliated with the science center. However, only the transitional team, open school program, and ungraded programs at MUHS belong to the secondary science center. Most senior high science departments, with the exception of chemistry, have been reluctant to use curricular resources of science centers, although senior high departments occasionally use equipment.

SEA Media Centers

The MPS Media Services Department encompasses all audio-visual and print personnel. It is directed by a media consultant who is responsible to the Assistant Superintendent of Instruction. There are no area resource personnel; consequently, all media specialists report to the Media Consultant and attend citywide meetings. West Area media personnel also meet occasionally.

Media specialists submit a yearly report indicating circulation figures, number of volumes in the library, losses, money expended, number of students served, and the state of the physical facilities. The report is submitted to the MPS Media Consultant who submits a report to the state. Also, the MUHS media center specialist submits a report to the building administrator.

Media personnel in SEA schools include a full-time media specialist at Tuttle; a half-time media specialist at Marcy and Pratt; and two librarians at MUHS. The media center specialist for Tuttle and one of the MUHS librarians were interviewed.

The library system is currently structured so that all high school have two librarians, with some larger libraries having clerical assistance. Each

junior high has one full time librarian and some clerical assistance. There is approximately one librarian for every two elementary school libraries.

Elementary Media Center - Tuttle

The Tuttle Media Center is organized and scheduled on a full-time basis. Monday and Tuesday are scheduled so that each class in the building has access to the library once a week. Wednesday, Thursday, and Friday are on open scheduling, when small groups of students and individuals use the library as teachers permit.

In addition to standard library activities, the media specialist at Tuttle offers a variety of activities during scheduled calsses. She is interested in social studies and, consequently, offers activites to her students such as bicentennial projects. She is also responsible for all map instruction in the school, teaches research skills, and offers a variety of recreational filmstrips.

The media specialist also teaches two groups--one K-2 group and one 3-6 group--of accelerated students. With these groups, she focuses on futures issues and individual interests.

Her other activities include serving as a materials resource person for teachers; providing information on field trips; scheduling and contacting community resource volunteers; and scheduling assemblies. She, however, is not responsible for cataloguing books. At the elementary level, books are processed at a centralized location. Because of the commonality of interest reflected in ordering books among elementary schools, all books are processed and cataloged before they arrive at individual buildings.

Secondary Media Center - MUHS

The MUHS media center specialist functions essentially as a standard librarian. She assist students in finding material and instructs them in use of the library. She also maintains the library collection. This responsibility entails researching course and curriculum needs by asking for specific requests from teachers, studying course offerings, and reviewing journals for suggestions. It also entails ordering and processing books. The other primary responsibility of the librarian is supervising students. At the secondary level, students, for the most part, use the library individually. Many students spend their free time in the library and some require supervision. The MUHS librarian suggests that this responsibility could be assigned to an aide, as it is time consuming and she is not comfortable in the role of disciplinarian.

The library offers audio-visual material. Equipment and materials are supervised by a part time aide who is responsible for circulating equipment and filmstrips. The library also has listening equipment for records and tapes. The MUHS library collection also offers books for second and third grade reading levels to serve the needs of problem readers and English as a Second Language students.

Retrieval of books has been a tremendous problem, even though a volunteer sends out reminder slips to students with overdue books. Also, statements of overdue books are sent home with report cards, and, as a last resort, a list of offenders is sent to the assistant principal at the end of the year.

The librarian states that the number and diversity of students in a 6-12 setting makes it difficult to adequately attend to all student needs.

She suggests that perhaps the number of programs in a school, diversity of backgrounds, and age range of the student population should be considered along with enrollment figures when personnel are allotted to secondary libraries.

Physical Education - Free School

The Physical Education Department is structured similarly to academic departments in the MPS system. Citywide elementary and secondary consultants serve as resource personnel and supervisors, and each school in the city has either a full or part-time physical education teacher. Physical education teachers from alternative schools meet together regularly, although the SEA physical education teachers do not meet.

The Free School physical education program is structured around the Free School belief in providing students with choices. While students in the MPS system are required to take a certain amount of physical education, students at Free School sign up for it as an elective activity. Within the classes, daily activities are discussed and decided upon by the students. Whenever possible, several alternative activities are carried on within one session. When an activity requires the participation of all, the activity is submitted to a vote decision. Classes are designed on a trimester basis and are scheduled for primary, middle, and secondary students.

The goal of the physical education program at Free School is to involve all students in physical education activities by offering activities of interest. A problem with participation at the middle level occurred during the first trimester this year, when girls refused to sign up for classes because they were embarrassed by their lack of skills. An all-girls gym was

begun. Although only two girls attended initially, attendance eventually rose to twenty. Classes are currently co-ed.

Field trips are an important part of the Free School physical education program. Middle and secondary students have gone bowling, and all three levels have been taken to swimming facilities.

The physical education teacher discusses and plans activities with classroom teachers so that some program continuity exists on the days when the physical education teacher is not at Free School. On these days, teachers supervise gym activities.

Visual Arts - Free School

The art specialists in the MPS system are part of the Curriculum Department. One art consultant and resource person serves all three administrative areas. At the primary level, most students have art at least once a day for forty-five minute. At the secondary level, art is an elective.

The art specialist at Free School holds two certificates, one in K-8 general education and one in K-12 art. She is the only art specialist in the city who teaches K-12 art. She is at Free School three days a week. Her position is currently federally funded and must be picked up by the Free School local budget if it is to continue next year. She feels that this is likely, as commitment to resource centers is high at the Free School.

Visual arts classes differ depending on the age and skill level of students. Primary students, who are divided into two groups of fifteen, have art class every day. Focus with primary students is on "providing them with a foundation of interest in art." Middle and secondary students sign up for specific classes, such as painting, drawing, water color, or print making. This type of class is held for one hour a day.

Open art classes are held in the afternoon. Students can come to the art center to work on a variety of projects such as batiking and kite-making. A cooking class is also held for interested students.

The art specialist at Free School is involved in various school activities, such as workshops, retreats, and staff development. She also supervises and administers the budget for a pottery teacher, who comes in for six hours a week, and for a full-time photography and video arts teacher. The art specialist also co-teaches a class, Layouts and Illustration, with the photography teacher. She also arranges for students with special interest in art to take classes at the College of Art and Design, at the University, or through the Urban Arts Program. On days when the art specialist is not at Free School, art classes are taught by volunteers, the potter, or the photography teacher.

Elementary Industrial Arts

The SEA elementary industrial arts program is part of the MPS Industrial Arts Department. Approximately one-half of the elementary schools in the city have industrial arts programs. Elementary industrial arts teachers are neither under extensive supervision or offered rigid guidelines. They do not report to anyone formally and are essentially responsible to the building administrators. Citywide elementary industrial arts teachers meet regularly.

The SEA industrial arts specialist is responsible for the four SEA elementary schools. He was initially hired to teach in all four buildings, but the logistics of that arrangement soon proved impossible. He consequently designed a program that uses industrial arts interns from the University as teachers in each building, while he serves as support and resource person

for them. The industrial arts specialist supplies materials, does some scheduling, maintains equipment, provides ideas for activities, and serves as a back-up teacher.

This year, the SEA industrial arts teacher has been actively involved with creating industrial arts programs in other elementary schools in the city. He has written a paper describing the kinds of industrial arts programs in SEA and has distributed it to elementary schools throughout the city. He makes himself available at least one day a week to visit interested schools to discuss program possibilities with administrators. He also assists new programs in finding supplies, doing requisitioning, and helping with the repairs.

The industrial arts program in SEA varies at each school. The Tuttle intern is at Tuttle every day for one-half day, and teachers schedule their classes with him, usually for a short length of time. The Marcy industrial arts teacher is hired on a special contract. Consequently, he is able to have an all-day program four days a week. Children sign up for a week at a time and generally are involved in more extensive projects than students at other schools. The intern at Pratt works every day for two-thirds day. Children either sign up for industrial arts as an interest center or attend during the time set aside for their unit. They usually sign up for two week periods and attend four days each week for forty-five minutes. The industrial arts teacher at Free School is a certified teacher who works half-time with industrial arts. The SEA industrial arts program is funded with federal monies; consequently, building budget priorities will determine whether the industrial arts program will exist at individual schools next year.

Elementary Pottery - Tuttle

The ceramics teacher at Tuttle is employed for ten hours a week. Her official title is ceramics aide. The pottery position has changed since last year, when the current pottery teacher was an aide. At that time, the school employed a professional potter for thirty hours a week. Her position is funded with SEA federal funds and will terminate if Tuttle cannot fund it with its own monies next year.

All children at Tuttle are eligible for the pottery program. Children attend the pottery center program in groups of eight, which limits the frequency with which students are able to participate in pottery activities.

First through third graders make planned projects such as hot plates and flower pots. They usually spend approximately one hour in the pottery center. Fourth through sixth graders plan their own projects and spend approximately two hours in the center. Students may also attend an after-school pottery class sponsored by the Community Education Program. Also, a ceramics specialist will begin coming to Tuttle in the spring for brief periods to work with high interest kids.

The ceramics program is limited not only by funds, but also by the limited capacity of the kiln. The kiln holds approximately nine objects, most of which need to be fired twice, and, consequently, it can take up to four weeks before projects are finished for one class.

Instrumental Music - Free School

Instrumental music is part of the MPS Music Department, which is directed by a music consultant. There is one elementary and one secondary

resource teacher for instrumental music. Instrumental music programs vary depending on building needs and preferences of individual music teachers. All secondary schools have an instrumental program, and all elementary students have some minimal music program.

The instrumental music teacher at Free School is funded with MPS funds. She is at the school two half-days a week. She works with another music teacher who is contracted for 6-10 hours a week to teach music fundamentals to primary classes. The instrumental music teacher primarily gives individual lessons to beginning students, but she also instructs a few advanced students. Some Free School students are involved outside of Free School in the Urban Arts Program. Other duties of the music teacher include: ordering materials, borrowing and inventorying instruments, and coordinating school concerts, which includes both school and outside groups.

Ten students from the University Department of Education observe music classes at Free School. They also tutor students in music theory, teach individual stduents, and do general housekeeping activities.

The instrumental music teacher at Free School encounters difficulty with lack of continuity caused by conflicting activities during scheduled lesson times. Space and lack of instruments are also problems.

SUMMARY OF SPECIAL SERVICES QUESTIONNAIRE FOR ADMINISTRATORS

Six school administrators were interviewed--one in each elementary school, and one in each of the secondary programs (Free School, MUHS Middle, and MUHS Senior High). The purpose of the interview was to determine their reactions to support services at the building level. The questions were written to evoke opinions about these services in general. This approach, in retrospect, weakened the interview considerably. It was very difficult for administrators to assess such diverse services as were represented in this study, but they tried to answer in helpful ways.

The first question dealt with the administrators' opinions about the overall functioning of special services in their building. In general, most were very satisfied. The major complaint was lack of time allocated for special services. They all feel it would be desirable to have more services. Some specific suggestions about improving the functioning of services are:

1) Need for clearer rules of eligibility for English as a Second tutoring.

2) Define the role of the "lead teacher" for elementary schools.

3) Cluster-wide decisions about eligibility for special services; the newly formed SEA Student Support Team is suggested as the body to make these decisions.

4) Need for at least ten hours of aide service per teacher each week.

5) Input from administrators about the role of special service personnel at the building level.

When the administrators were asked about the effectiveness of the support personnel, they all replied that they are satisfied with the staff presently serving the building. Three administrators suggest the key to

success at their building is having a flexible approach when dealing with students and parents. There is some criticism about personnel having split assignments. This seems to reduce the person's effectiveness at both schools. The administrators indicate this happens probably for two reasons. First, the support staff must be additionally flexible because of being in two or more schools; and second, the person has less time to develop relationships with the students and staff in each building.

Teachers reactions to special service personnel are generally very positive. The administrators report that teachers seem to judge the quality of support staff efforts in terms of helpfulness for themselves and students. The administrators at the elementary and middle schools feel that teachers are aware of and utilize all services, but the senior high staff is viewed as being unfamiliar with some of the programs, as senior high staff works through school counselors and social workers.

The administrators were also asked about the community's reaction to special services. They report that, in general, parents feel very good about the services available at their building; however, not all parents are equally aware of the services that are available. Unless a parent has received a service directly, he/she is probably only vaguely aware of what that service offers. The two secondary program administrators indicate less awareness on the part of parents than the elementary school administrators. On the other hand, two elementary principals complain that elementary parents typically overestimate what it is possible for special services to accomplish. All the administrators feel that a "team" approach works best in dealing with parents. The team should consist of all involved parties--school personnel, students, and parents.

This approach encourages group decision making in determining solutions to problems.

The last question asked of administrators was, "What recommendations and suggestions do you have for the improvement of services at this school?" The most common response was, "More time allotted to special services." The specific time needs are:

1) More counseling time.

2) More time for teachers workshops.

3) More school psychology services.

4) More time allocated to SLBP, speech therapy, and English as a Second Language.

5) More tutoring time.

6) More help with helping kids plan for summer experiences.

One administrator suggests it would be an improvement to use a family oriented approach to delivering special services. He/she suggests that school personnel meet with families in their homes, and that all service delivery be coordinated through one special service person. He/she sees this approach as being appropriate for the SEA Student Support Team.

Another administrator suggests that SEA needs more responsive and flexible services from the Special Education and Community Education Departments. He/she suggests a more negotiable role for special service personnel which would include input from the building level administrator and teaching staff.

SUMMARY OF TEACHER INTERVIEWS

The following results are based on fifty-four questionnaires returned out of 106 teacher respondents listed, or 51% of the population. The "SEA Evaluation Special Services Study" questionnaire asked teachers to respond to a variety of typical school situations by marking one or two of nine categories of individuals who might be called upon to handle each of them. Nearly all teachers responded to two categories for some items, and about a third of the group circled more than two resource people for each item; up to seven in one item. Because of the difficulty in handling multiple response data, results are reported using simple frequencies. The data were tabulated both by hand and using the count and crosstabs routines of the SPSS computer program.

The data cards entered into SPSS included up to five responses per item; in only two cases were there more than five responses to any given item. The Crosstabs routine was called to provide frequencies for sex and place of residence. Total responses per item and for each of the five schools was obtained by hand tabluation. These results are described in Tables 1 through 5.

Table 1 shows how frequently each resource person was chosen for each of the twenty-three school situations described on the questionnaire. The column totals at the bottom of Table 1 indicate in which situations teachers most frequently chose more than one resource person. The row totals represent the total number of times each of the nine resource people were considered appropriate for the various situations. Table 2 lists the three most frequent resource choices for each item.

In Table 3 the data is broken into three classifications; school, sex, and area of residence. Cell entries are frequencies for each of the resource persons by the classification at the left.

Because the cell frequencies shown in Table 2 are dependent on the number of respondents and number of items responded to, comparisons across categories could be misleading. Table 4 was computed to provide a standard index to more accurately reflect differences between groups. For each level of the three classifications shown, the total possible number of responses for each resource person was determined. For example: If the seven teachers from Tuttle school all circled "administrator" for all items, the total frequency for the "administrator category" would be 112, (seven times the 16 items). Dividing the observed frequency, 25 (Table 2), by the total number possible (112), yields the percent of the total possible number of responses. Values were computed in similar manner for the other categories.

Finally, rank values for the nine resource persons is presented in Table 5. With the exception of Tuttle School, the rank orders are quite stable across groups.

Table 1 - Resource Person Frequency by Item

Item	Response Category	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	*	17	18	19	20	21	22	23	TOTAL
(1)	Administrator	7	11	11	35	28	12	1	0	4	14	2	0	0	20	22	1		0	4	3	0	12	0	7	195
(2)	Counselor	20	31	11	27	22	19	12	19	11	35	17	32	13	20	30	20		25	21	9	22	6	13	6	441
(3)	Social Worker	49	11	43	17	21	32	4	4	47	18	6	19	4	29	20	10		2	8	21	1	5	4	13	388
(4)	SLBP	2	7	2	4	2	2	37	33	3	4	10	2	9	0	1	14		0	0	0	0	0	5	0	137
(5)	Nurse	4	0	5	1	0	9	2	1	7	0	0	1	6	0	0	9		0	0	1	0	0	4	8	58
(6)	Mpls. Special Education	0	0	2	0	0	1	9	3	0	0	3	0	13	0	0	7		0	0	0	0	1	7	1	47
(7)	Psychologist	0	1	1	5	3	0	5	5	0	7	1	10	7	1	3	6		0	2	1	1	1	3	1	64
(8)	Other Teacher	3	10	3	7	6	9	9	2	4	9	23	12	6	7	8	15		8	8	5	10	6	1	5	176
(9)	Other Support Personnel	0	0	1	2	2	1	3	3	3	5	5	3	17	2	2	7		4	3	0	4	4	6	2	79
	TOTAL	85	71	79	98	84	86	82	70	79	92	67	79	75	79	86	89		39	46	40	38	35	43	43	1585

* Items 1 through 16 are based on 54 respondents

* Items 17 through 23 are based on 22 respondents

Table 2 - First Three Resource Person, Choices Per Item

ITEM	Rank 1	2	3
1	3	2	1
2	2	1,3	8
3	3	2,3	5
4	1	2	3
5	1	2	3
6	3	2	1
7	4	2	7
8	4	2	7
9	3	2	5
10	2	3	1
11	8	2	4
12	2	3	8
13	9	6,2	4
14	3	1,2	8
15	2	1	3
16	2	8	4
17	2	8	9
18	2	3,8	1
19	3	2	8
20	2	8	9
21	1	2,8	3
22	2	6	9
23	3	5	7

1 - Administrator
2 - Counselor
3 - Social Worker
4 - SLBP
5 - Nurse
6 - MPS Special Education
7 - Psychologist
8 - Other teacher
9 - Other Support Personnel

Table 3 - Raw Choice Frequencies for 3 Classification Variables

SCHOOL	N	Administrator	Counselor	Social Worker	SLBP	Nurse	MPS Special Educator	Psychologist	Other Teacher	Other Support Personnel
Tuttle	(7)**	25	3	63	27	17	5	14	12	8
Free School	(6) *	21	61	61	26	11	2	17	77	26
Pratt	(9)**	21	92	43	25	6	5	12	8	8
Marcy	(6)**	17	44	36	16	10	4	5	8	3
Marshall-U	(26) *	110	241	185	43	14	31	16	69	35
TOTAL		(194)	(441)	(388)	(137)	(58)	(47)	(64)	(176)	(80)

* Responses to all items (23)
** Responses to first 16 items

SEX	N	Administrator	Counselor	Social Worker	SLBP	Nurse	MPS Special Educator	Psychologist	Other Teacher	Other Support Personnel
Male	(21)	89	154	130	46	16	20	10	94	15
Female	(33)	108	289	258	92	42	29	55	80	62
TOTAL		(197)	(441)	(388)	(138)	(58)	(49)	(65)	(174)	(77)

RESIDENCE	N	Administrator	Counselor	Social Worker	SLBP	Nurse	MPS Special Educator	Psychologist	Other Teacher	Other Support Personnel
Minneapolis	(28) *	92	227	211	73	28	20	34	102	50
Southeast Mpls.	(7) 2	17	71	52	17	8	6	10	19	14
Outside Mpls.	(18) 3	83	144	116	43	20	22	21	47	13
TOTAL		(193)	(442)	(379)	(133)	(56)	(48)	(65)	(168)	(77)

* Missing value

Table 4 - Percent Response for Three Classification Variables

SCHOOL	N	Administrator	Counselor	Social Worker	SLPB	Nurse	MPS Special Educator	Psychologist	Other Teacher	Other Support Personnel
Tuttle	(112)	22	03	56	24	15	04	12	17	07
Free School	(131)	16	46	46	20	08	02	12	59	20
Pratt	(144)	14	64	30	17	04	03	08	06	06
Marcy	(96)	18	46	38	17	10	04	05	08	03
Marshall-U	(577)	19	42	32	07	02	05	03	12	06

SCHOOL	N	Administrator	Counselor	Social Worker	SLPB	Nurse	MPS Special Educator	Psychologist	Other Teacher	Other Support Personnel
Male	(441)	20	35	29	10	04	04	02	21	03
Female	(619)	17	46	42	15	07	05	09	13	10

RESIDENCE	N	Administrator	Counselor	Social Worker	SLPB	Nurse	MPS Special Educator	Psychologist	Other Teacher	Other Support Personnel
Minneapolis	(567)	16	40	37	12	05	04	06	18	09
Southeast Mpls.	(133)	13	53	39	13	06	04	08	14	10
Outside Mpls.	(344)	24	42	34	12	06	06	06	14	04
TOTAL		18	42	37	13	05	04	06	16	08

Table 5 - Rank Order of Choices

SCHOOL	Administrator	Counselor	Social Worker	SLPB	Nurse	MPS Special Educator	Psychologist	Other Teacher	Other Support Personnel
1. Tuttle	3	9	1	2	6	8	5	4	7
2. Free School	6	2½	2½	4½	8	9	7	1	4½
3. Pratt	4	1	2	3	8	9	5	6½	6½
4. Marcy	3	1	2	4	5	8	7	6	9
5. Marshall-U	3	1	2	5	9	7	8	4	6

SEX	Administrator	Counselor	Social Worker	SLPB	Nurse	MPS Special Educator	Psychologist	Other Teacher	Other Support Personnel
1. Male	4	1	2	5	6½	6½	9	3	8
2. Female	3	1	2	4	8	9	7	5	6

RESIDENCE	Administrator	Counselor	Social Worker	SLPB	Nurse	MPS Special Educator	Psychologist	Other Teacher	Other Support Personnel
1. Minneapolis	4	1	2	5	8	9	7	3	6
2. Southeast Mpls.	4½	1	2	4½	8	9	7	3	6
3. Other	3	1	2	5	7	7	7	4	9
TOTAL	3	1	2	5	8	9	7	4	6